

University of Rhode Island DigitalCommons@URI

Health Studies Publications

Health Studies

2012

Health Studies Program Newsletter for 2012

URI Health Studies Program

Follow this and additional works at: http://digitalcommons.uri.edu/htl_pubs

Recommended Citation

URI Health Studies Program, "Health Studies Program Newsletter for 2012" (2012). *Health Studies Publications*. Paper 6.
http://digitalcommons.uri.edu/htl_pubs/6http://digitalcommons.uri.edu/htl_pubs/6

This Newsletter is brought to you for free and open access by the Health Studies at DigitalCommons@URI. It has been accepted for inclusion in Health Studies Publications by an authorized administrator of DigitalCommons@URI. For more information, please contact digitalcommons@etal.uri.edu.

Health-e-Newsletter

News & Updates from the URI Health Studies Program

"The first wealth is health."
- Ralph Waldo Emerson

Letter from the Director:

Dear Colleagues and Friends,

It is my honor to present the first newsletter dedicated to the events, successes and future endeavors of the University of Rhode Island Interdisciplinary Health Studies program. This undergraduate major is the first of its kind at URI - an innovative interdisciplinary program designed to prepare students for ***non-clinical*** careers in public health, health promotion, health services management, and health-related research in hospitals, for-profit companies, not-for-profit organizations, and community health agencies.

Approved and formally launched 2011, 91 students have enrolled in the major, far exceeding our first year expectation of 25 students. Additionally, we welcome 35 first year students to our major for the fall 2012 semester.

Continued on Page 2



Inside

- 1 Letter from the Director
- 2 External Advisory Board
- 3 Frequently Asked Questions
- 4-5 Student Spotlight
- 6-7 Faculty Research Highlights

Continued from page 1

The Health Studies students represent a diverse student body, with equally diverse career ambitions. Students have voiced their aspirations to start new non-profit health organizations, manage hospital networks, lobby for health reform, and develop innovative, technologically-based health tools, and attend graduate or health professional school on their pathway to accomplishing their career goals.

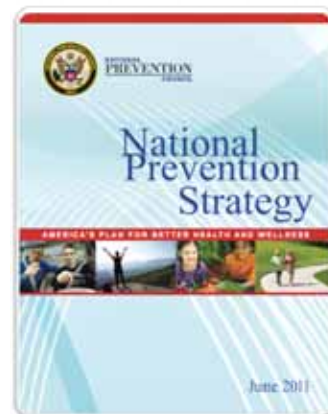
Although the Health Studies program has exceeded every expectation in its first year, my long-term vision for this major is to be an indispensable resource for creating a high quality non-clinical health workforce for Rhode Island, the United States and internationally. To accomplish this goal, I am very much looking forward to many more years of successful growth, evolution, engagement, and interdisciplinary partnership as we work together to solve the complex health and health care problems of the future.

Sincerely,

Elizabeth Fallon, Ph.D.

“An ounce of prevention is worth a pound of cure.”

- Benjamin Franklin



The National Prevention Strategy (launched June 2011) envisions a prevention-oriented society where clinical and non-clinical health agencies work together to achieve better health for all Americans.

Learn More:

<http://www.healthcare.gov/prevention/npphphc>



Thank you to our External Advisory Board members.

Your time, passion and wisdom are essential to the success of our program, our graduates, and our state and national health systems.

External Advisory Board Members:

- Richard Esposito, RI Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH)
- Candice Fioravanti, Provant Health Solutions
- JoAnna Hillman, Centers for Disease Control & Prevention, Public Health Informatics
- Robert Marshall, RI Department of Health
- Ana Novais, RI Department of Health
- Edward Quinlan, Hospital Association of Rhode Island
- Kurt Rix, The Health & Wellness Institute

Frequently Asked Questions

What kinds of courses does the Health Studies curriculum require?

All students take courses in statistics, ethics, and epidemiology. Core courses also focus on the interdisciplinary research and practice process, professional writing and verbal communication. See more at: www.uri.edu/hss/health/academics.html

Do the students have any kind of “specialization?”

Students can specialize in health promotion, global health, or health services.

What is the diversity of the students within the Health Studies major?

- 75% women
- 50% self-reported racial/ethnic minority

What is the earning potential for Health Studies students?

Because the program is new, we don't have data specific to our students. A 2005 national survey of public health professionals indicates that salaries range from \$30K to \$150K, depending on chosen field, job-related experience, management experience, and earning a graduate degree.



“Health is not valued till sickness comes.”
- Thomas Fuller

When do you expect the first graduates?

A few students will graduate in December 2012 and May 2013, with increasing numbers, thereafter.

How can I become an internship site for URI Health Studies students?

You don't have to wait for graduation to take advantage of our students' skills, youthful enthusiasm and innovative point of view. Many are interested in earning course credit for internships within health agencies. This builds their work experience and professional networks.

To learn more about advertising and hiring an intern visit the office of experiential learning: www.uri.edu/internships/

After setting up the internship through the office of experiential learning, email your announcement to Dr. Fallon to advertise the internship to the Health Studies majors.

Where can I learn more about the program?

Visit our website: www.uri.edu/hss/health/

Student Spotlight: Internship Experiences



Amanda Caito
Senior, Health Studies

1. Where and with whom did you do your internship?

I did my internship with Deborah Varga, Chief Information Officer at the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities and Hospitals (BHDDH); Office of the Director.

2. What did you like best about your internship experience?

The ability to work closely with experienced staff and knowledgeable professionals in a hands-on environment. This has given me the confidence and ability to assess situations, address problems and execute solutions in the ever-changing healthcare field.

3. What was the most unexpected thing you learned during your internship experience?

The most unexpected thing I learned during my internship is how each BHDDH employee shows endless compassion,

empathy and knowledge in their area of expertise. The staff works tirelessly to improve the lives of people in the community and their success is invaluable.

4. What advice would you give another student who is thinking about doing an internship?

Take the time to research potential internship positions that interest you. Remember, the knowledge you bring to the workplace is a reflection of you. Be open minded, willing to learn and professional.

5. How do your internship and classroom experiences complement one another?

Being an intern at BHDDH and a Health Studies student at URI, I have learned that the interdisciplinary process is essential to solving societal problems. For example, in order to reduce prescription drug overdoses within the state we must bring together physicians, police, substance abuse counselors and administration to better understand the issue at hand.

6. Other comments or thoughts you'd like to share?

Volunteering your time as an intern is an opportunity to develop foundational skills that are necessary for future employment. Take the time to network and learn from those who work in the field. They are a wealth of information!

Student Spotlight: Internship Experiences



Alexis Durfee
Senior, Health Studies

1. Where and with whom did you do your internship?

I did my internship under the supervision of Associate Director Ellen Reynolds at the URI Health Services center.

2. What did you like best about your internship experience?

Working in an environment that exposed me to potential careers inside and outside of healthcare administration. Getting the opportunity to work with professionals from different backgrounds and levels of training helped me to hone in on the type of career I'm most interested in pursuing.

3. What was the most unexpected thing you learned during your internship experience?

I didn't expect my supervisor to have such a positive effect on me. Ellen is nice, hardworking, and enthusiastic. So many people at the office told me to take notes

about her because she is the type of boss that everyone respects and genuinely likes. I've seen firsthand the type of qualities I'd like to possess in my career.

4. What advice would you give another student who is thinking about doing an internship?

If you have room in your schedule, find an internship! The only way to really know if the career you have chosen is right for you is to get first hand experience. Over the past three years, I've been battling with whether I want to work in clinical or non-clinical healthcare. It wasn't until I was halfway through my internship that I realized I really want patient interaction.

5. How do your internship and classroom experiences complement one another?

The classes I've taken really helped prepare me for meetings. Meetings were very intimidating at first, but then I realized that I could understand the majority of the medical jargon they were using. This made me a lot more confident. In class, I would learn new interdisciplinary skills that I would later see examples of at my internship.

6. Other comments or thoughts you'd like to share?

All experiences shape the person you become and no knowledge is wasted. So seek as many opportunities as you can and never miss a chance to learn.

Internal Advisory Board Members

- Sue Adams, Human Development & Family Services
- Patricia Burbank, Nursing
- Stephanie Champlin, Health Studies/Kinesiology
- Phil Clark, Gerontology
- Geoff Greene, Nutrition
- Anne Hubbard, General Studies (Feinstein Providence Campus)
- Steve Kogut, Pharmacy Practice
- Kathy Meier, Cancer Prevention Research Center
- Patricia Morokoff, Psychology
- Ellen Reynolds, URI Health Services
- Deb Riebe, Kinesiology
- Andrea Rusnock, History
- Abran Salazar, Communication Studies
- Tony Wheeler, Labor Research Center

Thank you to our Internal Advisory Board Members, who generously donate their time to create and guide this program, as well as provide the high quality educational and research foundation from which we will launch the next generation of health professionals.

Health Studies Faculty Interdisciplinary Research Highlights: 2011-2012

1. **Clark, P.G.** (2011). The devil is in the details: The seven deadly sins of organizing and sustaining interprofessional education in the US. *Journal of Interprofessional Care*, 25, 321-327.
2. **Clark, P.G.**, Blissmer, B.J., **Greene, G.W.**, Lees F.D., **Riebe, D.A.**, Stamm, K.E. (2011). Maintaining exercise and healthful eating in older adults: The SENIOR project II: Study design and methodology. *Contemporary Clinical Trials*, 32(1), 129-139.
3. Grinnell S., **Greene G.**, Melanson K., Blissmer B., Lofgren I.E. (2011). Anthropometric, Clinical, Behavioral, and Cognitive Measures Related to Mindfulness. *Journal of American College Health*, 59(6), 539-545.
4. **Greene, G.**, Schembre, S., White, A., Hoerr, S., Lohse, B., Shoff, S., Horacek, T., **Riebe, D.**, Patterson, J., Phillips, B., Kattelman, K., Blissmer, B. (2011). Identifying clusters of college students at elevated health risk based on eating and exercise behaviors and psychosocial determinants of body weight. *Journal of the American Dietetic Association*, 111, 394-400.
5. Bopp, M., **Fallon, E.A.**, & Marquez, D. X. (2011). A faith-based physical activity intervention for Latinos: Outcomes and lessons. *American Journal of Health Promotion*, 25, 168-171.

6. Bopp, M., & **Fallon, E.A.** (2011). Individual and institutional influences on faith-based health and wellness programming. *Health Education Research*, 26, 1107-0019.
7. Murdock, K.K., **Adams, S.K.**, Pears, E. & Ellis, B. (2012). Caregiving load and pediatric asthma morbidity: Conflict matters. *Families, Systems, and Health*, 30(2), 101-13.
8. Byrd-Bredbenner, C., Johnson, M. Quick, V.M., Walsh, J., **Greene, G.W.**, Hoerr, S., Colby, S.M., Kattelman, K.K., Phillips, B.W., Kidd, T., and Horacek, T.M. (2012) Sweet & Salty: An Assessment of the Snacks and Beverages Sold in Vending Machines on U.S. Post-Secondary Institution Campuses. *Appetite*, 58, 1143-1151.
9. Horacek, T.M., White, A.A., **Greene, G.W.**, Reznar, M.M., Quick, V.M., Morrell, J.S., Colby, S.M., Kattelman, K.K., Herrick, M.S., Shelnutt, K.P., Mathews, A., Phillips, B.W., Byrd-Bredbenner, C. (2012). Sneakers and Spokes: An Assessment of the Walkability and Bikeability of U.S. Post-Secondary Institutions. *Journal of Environmental Health*, 74(6), 8-15.
10. **Wheeler, A.R.**, Halbesleben, J.R.B., & Harris, K.J. (2012). The influence of job-level HRM effectiveness on employee intent to turnover and workarounds in hospitals. *Journal of Business Research*, 65, 547-554.
11. Bopp, M., **Fallon, E. A.**, Bolton, D., & Kaczynski, A. T., Lukwago, S., and Brooks, A. (2012). Conducting a Hispanic Health Needs Assessment in Rural Kansas: Building the Foundation for Community Action. *Evaluation and Program Planning*, 35, 453-460.
12. Bopp, M., **Fallon, E.A.**, Bolton, D. & Kahl, D. (2012). Engaging community partners to develop a guide for physical activity and nutrition resources in diverse communities. *Ethnicity & Disease*, 22, 231-238.



University of Rhode Island
Interdisciplinary Health Studies Program
25 West Independence Square
Kingston, RI 02881
Website: <http://www.uri.edu/hss/health/index.html>

Announcing the 2012 URI Honors Colloquium

“Healthcare Change? Health, Politics & Money”

Tuesdays 7:30 PM September – December 2012
Edwards Auditorium, URI Kingston Campus
Or Watch Live online!

Website: <http://www.uri.edu/hc/>